DOCUMENT RESUME

ED 031 235 JC 690 276

By-Platt, Robert M.

The Final Report on the Tarrant County Junior College Phase of the Social Science Demonstration Project Sporsored by the American Association of Junior Colleges.

Tarrant County Junior Coll. District, Ft. Worth, Tex.
Pub Date 1 Jun 69
Note-76p.
EDRS Price MF-$0.50 HC-$3.90
Descriptors-Educational Methods, *Field Experience Programs, *Instructional Innovation, *Junior Colleges, Projects, *Project Training Methods, Research Projects, *Student Projects
Identifiers-Texas

An account of Tarrant Count Junior College's participation in the American Association of Junior Colleges' Social Science Demonstration Project was presented. The purpose of the project was to involve introductory sociology students in the use of the community as a laboratory to enliven the teaching-learning experience and develop in students a keener appreciation for both the subject matter and the methodology of the behavioral sciences. Each of the 76 participating students was assigned five addresses within an integrated, middle-class community. The interview questionnaire that they administered consisted of personal background items and attitudinal items that related to the topics of race relation, civil rights in general, civil rights leaders or movements, and civil rights legislation. In advance of the interviews, a letter was sent to the residents of the selected addresses informing them of the project. Evaluation of the project indicated that the project was worthwhile for the students; in addition to enjoying the interviews, they found the experience of participating in an actual social research project enlightening and rewarding. It was concluded that the project was a useful teaching instrument and served to enhance the introductory sociology course. (MB)

ED031235

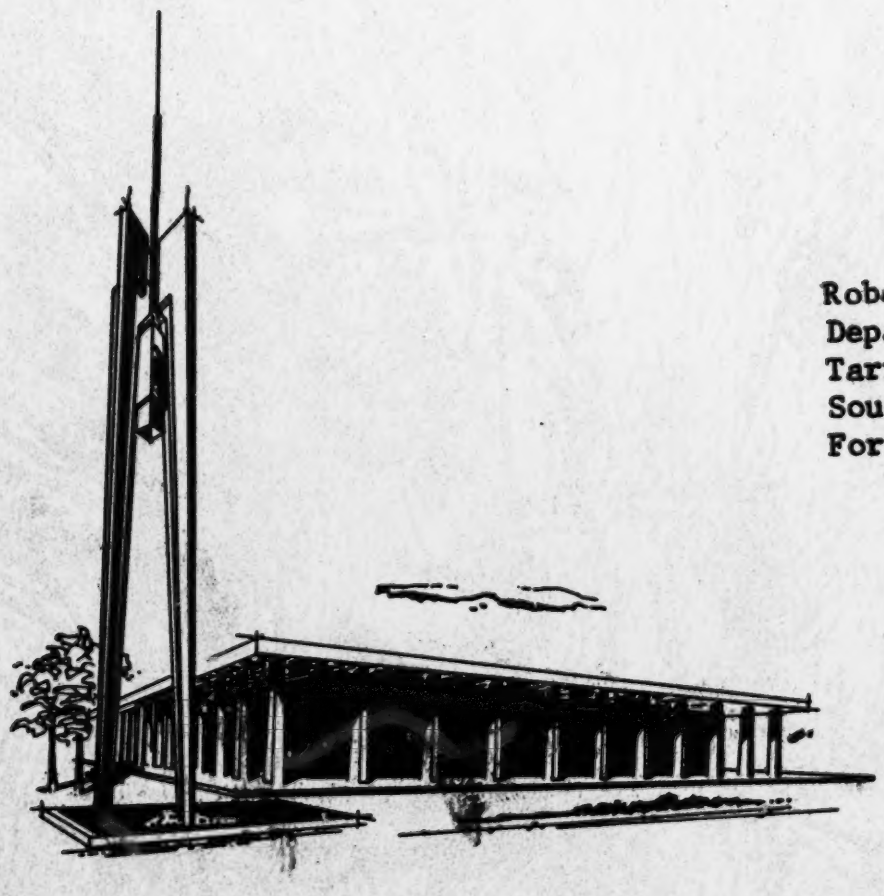
THE FINAL REPORT

ON THE TARRANT COUNTY JUNIOR COLLEGE PHASE OF THE SOCIAL SCIENCE DEMONSTRATION PROJECT SPONSORED

by

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

June 1, 1969



Robert M. Platt, Chairman
Department of Behavioral Sciences
Tarrant County Junior College
South Campus
Fort Worth, Texas 76119

JC 690 276

7641

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE FINAL REPORT

ON THE TARRANT COUNTY JUNIOR COLLEGE PHASE OF THE SOCIAL SCIENCE DEMONSTRATION PROJECT SPONSORED

by

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Fall, 1968

by Robert M. Platt, Chairman
Department of Behavioral Sciences
Tarrant County Junior College
South Campus
Fort Worth, Texas 76119

JC 690 276

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 23 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

TABLE OF CONTENTS

	Page
The Background of the Project	1
Local Implementation	2
The Interviewers	3
The Respondents	5
The Questionnaire and the Responses	16
General Conclusions - Re: The Data	43
General Conclusions - Re: The Total Project	45

APPENDICES

1. The Instrument	48
2. The Letter to the Residents	55
3. Instructions to Interviewers	57
4. Newspaper Release	59
5. Student Evaluation of the Interviewing	60

Tables, Charts and Exhibits

			Page
Map	1	The Oak Grove Road Area in Relation to Greater Fort Worth	3a
Map	2	Streets Included in the Survey	3b
Table	1	Race and Sex Distribution of Respondents	6
Table	2	Birthplace of Respondents by Race and Sex	7
Table	3	Age Distribution of Respondents by Race and Sex	7
Table	3a	Percent of Population in Respective Age Groups by Race of Respondents	8
Table	4	Educational Level of Respondents by Race and Sex	9
Table	5	Family Income Level of Respondents	10
Table	6	Distribution of Respondents According to Home Ownership or Rent Paid	11
Table	7	Duration of Residence of Respondents	12
Table	8	Occupational Classification of Respondents	13
Table	9	Percent of Families According to Size by Racial Distribution	14
Table	10	Responses to Question 1 by Race and Sex	17
Table	11	Reasons for Affirmative Responses to Question 1	18
Table	12	Reasons for Negative Responses to Question 1	18
Table	13	Responses to Question 2 by Race and Sex	20
Table	14	Responses to Question 3 by Race and Sex	22
Table	15	Responses to Question 4 by Race and Sex	23

			Page
Table	16	Responses to Question 5 by Race and Sex	24
Table	17	Responses to Question 6 by Race and Sex	25
Table	18	Responses to Question 8 by Race and Sex	27
Exhibit	A	Comparative Percentages of Responses on Open Housing Statements by Race and Sex	29
Exhibit	B	Comparative Percentages of Responses on Discrimination in Employment by Race and Sex	30
Table	19	Responses to Question 24 by Race and Sex	31
Table	20	Percentages of Responses to Questions 20, 21 and 22 (labeled A-B-C in the table)	33
Table	21	Responses to Question 19 by Race and Sex	34
Exhibit	C	Comparative Percentages of Responses on Negro Aggressiveness by Race and Sex	37
Chart	1	Percent of Respondents by Race and Sex Approving or Partly Approving Subjects	38
Chart	2	Percent of Respondents by Race and Sex Dissapproving Subjects	40
Chart	3	Percent of Respondents by Race and Sex Not Knowing the Subjects	42

A Note on Style

According to most grammarians the word "negro" refers to a specific racial group and should therefore always be capitalized. The term "white," however, is a general term and therefore remains in the lower case. This seems to be the general rule that has been followed in the development of the instrument used in this study. The grammarians' rule rests on tradition steeped in pre-scientific notions that reinforce tradition rather than illuminate it. Therefore in the text of this report both "white" and "negro" are capitalized for the sake of consistency. Anthropologically neither "white" nor "negro" have precise meaning. Therefore the popular idiom at best must be considered slang.

The Background of the Project

On October 15, 1968, Tarrant County Junior College was invited to participate in a Social Science Demonstration Project sponsored by the American Association of Junior Colleges, Washington, D. C.

Funded by the National Endowment for the Humanities, the purpose of the project was to involve students directly in the use of the community as a laboratory for teaching courses in sociology. Such activity is usually reserved for students about to complete a degree in sociology or for graudate students. Consequently, beginning students seldom see the relationship between the sociological methods and theory contained in introductory sociology courses and life itself. Such courses are often drab and uninspiring. Thus this project was designed to enliven the teaching-learning experience and develop in students a keener appreciation for both the subject matter and the methodology of the behavioral sciences.

The specific concern selected for research was the broad area of race relations. An instrument was devised by the American Association of Junior Colleges and sent to the participating schools. It was suggested that some questions unique to the local situation might be added to the instrument. The instrument provided for the securing of general demographic data and indices of attitudes towards particular phases of the civil rights movement. The local institutions were given considerable latitude in both administering and reporting on the project.

Nine other junior colleges, selected on a geographical basis, participated in the project. These include:

American River College	Sacramento, Calif.
Bristol Community College	Fall River, Mass.
Community College os Philadelphia	Philadelphia, Pa.
John Tyler Community College	Chester, Virginia
Metropolitan Junior College	Kansas City, Mo.
Miami-Dade Junior College	Miami, Florida
Montgomery Junior College	Rockville, Maryland
Orchard Ridge Junior College	Farmington, Michigan
Seattle Community Junior College	Seattle, Washington

This report is limited to that phase of the larger project executed by Tarrant County Junior College.

Local Implementation

The area selected for the study is referred to in this report as "The Oak Grove Road" section. Actually there is no clearly defined boundary for such a designation. The entire area lies within census tract #60 of the Standard Metropolitan Statistical Area of Fort Worth (Tarrant County) 1960 Census. Actually the area is less than ten percent of census tract 60. Map 1 indicates the location of the area in which the study was made in relation to the corporate limits of Fort Worth. In 1960 the tract contained 734 occupied units, 16 of which existed prior to 1954. Since 1960, the population of the immediate area in which the interviews were made has probably increased fivefold.

The Oak Grove Road area was arbitrarily selected for the study for several reasons. First of all, it was readily accessible to the college

and students would be able to make interviews during free periods between classes. Secondly, the racial composition of the area is, according to an estimate by the local project director, about 50% Negro and 50% White. Thirdly, the area has been integrated for only about three years and has been an area in which there has been a minimum of delinquency, and very few welfare recipients. The area is within the city limits of Fort Worth and reliable records are available on the preceding matters. Map 2 indicates the streets included in the survey.

It should be emphasized that, no conclusions about the general status of the Negro in Tarrant County should be based on the conditions in the Oak Grove Road area which are highly selective and unique. Very likely the conditions and the attitudes reflected in this report are the most desirable conditions to be found in any integrated area of the county.

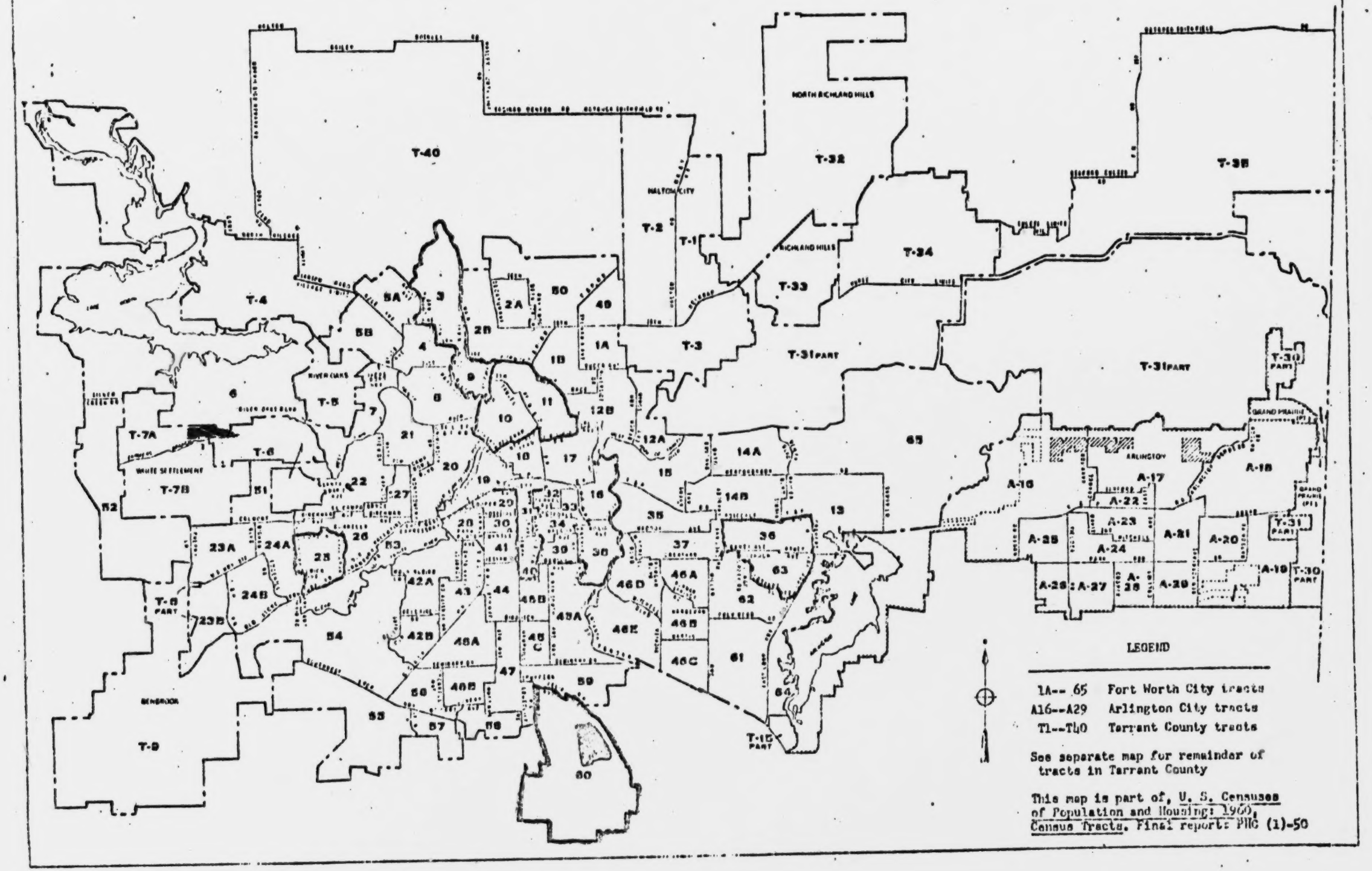
The Interviewers

Students participating in the project as interviewers were members from three sociology classes. The largest number of students came from Sociology 1633, Introduction to Anthropology. Others were from Sociology 1613, Introduction to Sociology. Six students were enrolled in a second semester course entitled Contemporary Social Problems.

The preparation of the students for interviewing involved four steps. The students were given copies of the instrument* to fill out in class, anonymously. One phase of the questionnaire consisted of a

* See Appendix 1, p.

1960 CENSUS TRACTS—FORT WORTH And ADJACENT AREA

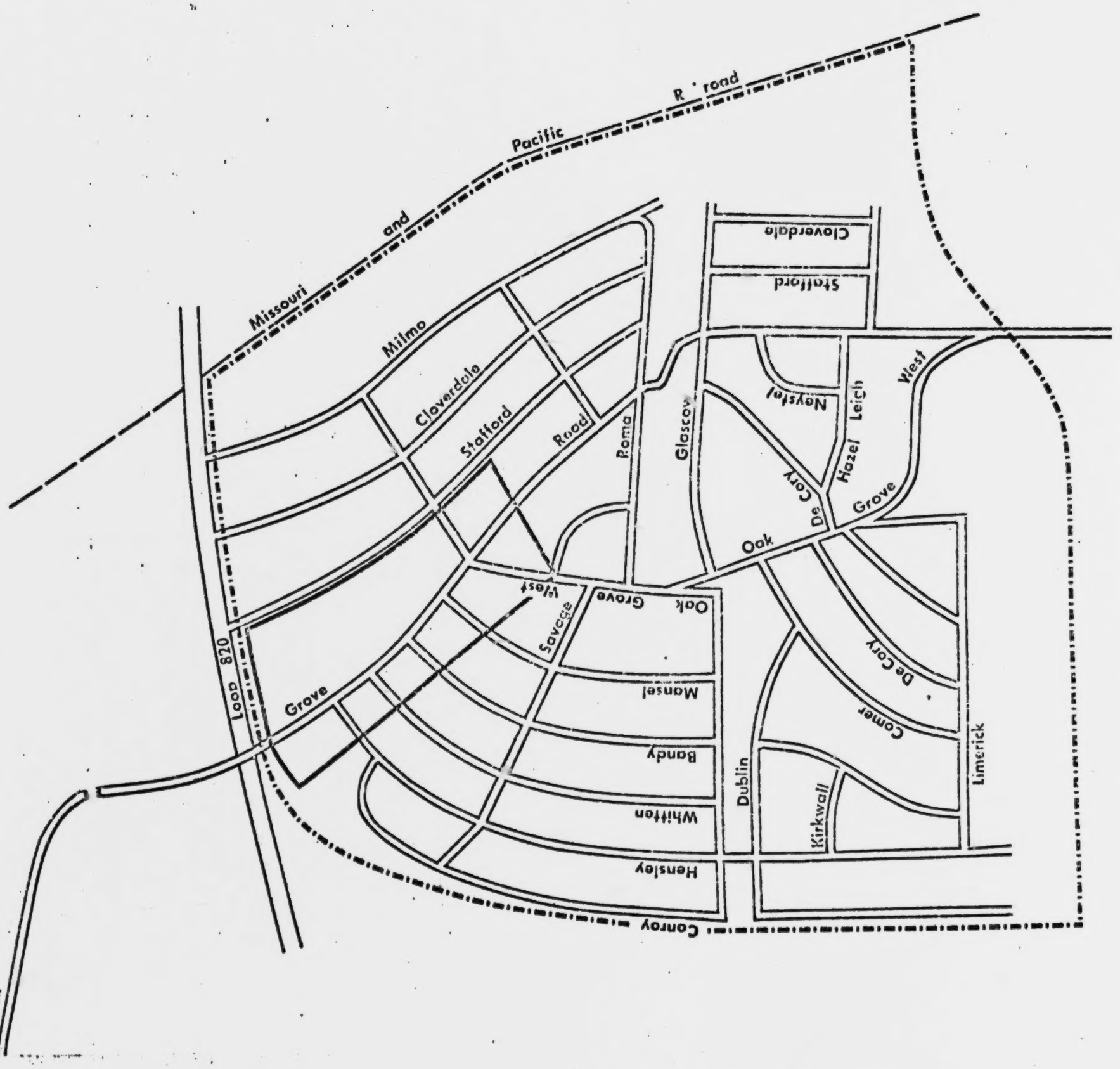


LEGEND

1A-- 65	Fort Worth City tracts
A16--A29	Arlington City tracts
T1--T40	Tarrant County tracts

See separate map for remainder of tracts in Tarrant County

This map is part of, U. S. Censuses of Population and Housing: 1960, Census Tracts. Final report: PHC (1)-50


Missouri and Pacific R'road
Milmo
Cloverdale
Stafford
Road
Roma
Glascow
Cloverdale
Stafford
Neystal
Leigh
Hazel
West
Cory
De
Grove
Oak
Oak
Grove
West
Savage
Loop 820
Grove
Mansel
Brandy
Whitton
Hensley
Dublin
Kirkwall
De Cory
Comer
Limerick
Conroy
Oak

list of eight names of civil rights leaders and organizations. Respondents were to check whether they approved, disapproved or didn't know the subjects. In the initial questionnaire given to the students, a fictitious name was inserted in the list of civil rights leaders. Every member of the class indicated "don't know" as their response to the fictitious character. Students were then encouraged to raise questions about the instrument. Several revisions were suggested but since the overall study involved nine other schools using the same instrument no alterations were made.

Students were then given another copy of the instrument and were asked to interview another student in the next two days. In three role playing situations the instructor demonstrated how to handle awkward situations.

About twelve percent of the interviewers were Negroes. No attempt was made to be selective as to who interviewed whom.

To prepare the area residents for the interview, a letter was sent to each address to be visited. A short article appeared in the local paper briefly describing the project.* Announcements of the project were also carreid on the local radio stations and the project was mentioned on television news programs.

On December 6, 1968, seventy-six students participated in the A.A.J.C. research project. Each student was initially assigned to five addresses in the Oak Grove section of Fort Worth.

* See pages 63 and 66 of the Appendix for these items.

Since the interviewing was scheduled for between the hours of 9:00 a.m. and 4:30 p.m. residences with both adults working had no one at home. This may have resulted in a very non-representative sample and is a reason for exercising extreme caution in making generalizations from the data.

The Respondents

On December 6, one hundred and forty-five interviews were conducted in the Oak Grove Area of Fort Worth. Of these, one hundred and forty-two provided sufficient data for tabulation purposes. Two respondents objected to the personal data on education, income, religion, home ownership, etc. so their other data were not tabulated. A third respondent objected to the questions on race and refused to cooperate for fear of "governmental intimidation." All three who initially consented to the interview and later objected were White respondents being interviewed by White interviewers.

Forty-nine additional interviews were completed between December 10 and December 13. There was no area control on the later interviews and they were all from outside the Oak Grove area. Due to the fact that the initial interviewing in the Oak Grove Road Area was conducted between nine o'clock in the morning and five o'clock in the afternoon, female respondents outnumbered male respondents four to one. The later interviews included only male respondents.

The total number of usable questionnaires was one hundred ninety-one. Three respondents were classified as Latin American. Since these represent

a minority group their responses are not included in the statistics of the attitudinal part of the survey.

Table 1 provides the sex and race distribution of the respondents.

Table 1 Race and Sex Distribution of Respondents

RACE	SEX		
	Male	Female	Total
White	57	56	113
Negro	24	51	75
Latin American	1	2	3
Total	82	109	191

An analysis of the respondents by place of birth indicated that seventy-seven percent were native Texans and of these nearly half were natives of Tarrant County, Texas. Another ten percent of the respondents were born in the southern United States. The remaining thirteen percent included four from Oklahoma and four from Illinois, one each from South Dakota, Idaho, Minnesota, Iowa, Pennsylvania, New York, Wisconsin and Ohio. Two respondents were born outside of the United States. (Panama and Austria)

Table 2 Birthplace of Respondents by Race and Sex

Race and Sex of Respondents	Place of Birth				
	Tarrant Co.	Other Texas	Southern U.S.	Other	Total
White Male	20	23	4	10	57
White Female	10	25	9	12	56
Negro Male	5	16	3	--	24
Negro Female	12	31	4	4	51
Latin Male	--	1	--	--	1
Latin Female	--	2	--	--	2
Total	47	98	20	26	191

Table 3 indicates the age distribution of the respondents. The raw data of Table 3 is transposed into the percentage distribution by race in Table 3a.

Table 3 Age Distribution of Respondents by Race and Sex

Respondents	Under 25	25-35	36-45	Over 45	N=
White Male	9	24	15	8	56
White Female	10	21	16	8	55
Sub Total	19	45	31	16	111
Negro Male	5	8	6	5	24
Negro Female	9	31	4	5	49
Sub Total	14	39	10	10	73
Latin Male		1			1
Latin Female		1	1		2
Total	33	86	42	26	187

The Negro population included in the study was considerably younger than the White population. Over seventy-two percent of the Negro population was under thirty-five years of age as compared with 57.6 percent of the White population.

Table 3a Percent of Population in Respective Age Groups by Race of Respondents

Race of Respondents	Percent of Population			
	Under 25	25-35	36-45	Over 45
White	17.1	40.5	28.	14.4
Negro	19.2	53.4	13.7	13.7
Latin American	--	66.7	33.3	--
Total	17.6	46.	22.4	13.9

The Negro population encompassed in the study is not only younger than the White population but at the same time represents the more highly educated segment of the respondents. (It should be noted, however, that this is not necessarily the case for the Oak Grove area as a whole since no effort was made to secure a representative sample. Furthermore a disproportionate number of white males were from outside the Oak Grove area.) Other data indicate that the total educational level was raised by non Oak Grove respondents. This suggests that the educational level of the Oak Grove Negroes may be considerably higher than the Whites of the same area.

Table 4 Educational Level of Respondents by Race and Sex

Respondents	Years of School Completed					
	less than 11	11-12	13-14	more than 2 yrs col.	completed degree	N=
White Male	5 8.8%	19 33.3%	12 21.1%	12 21.1%	9 15.8%	57
White Female	8 14.8%	28 51.9%	10 18.5%	3 5.6%	5 9.3%	54
Negro Male	3 13%	6 26.1%	9 39.1%	1 4.3%	4 17.4%	23
Negro Female	3 6%	22 44%	18 36%	1 2%	6 12%	50

Table 4 provides the raw data from which the following observations are made. Over 42% of the White males did not go to school beyond high school. Two thirds of the White females did not go to school beyond high school. In each case the portion of the Negro population going beyond high school was higher. Only 39.1% of the Negro males did not go to school beyond high school. One half of the Negro females did not go to school beyond high school. Contrastingly, 42.2% of the White males started but did not finish college and 25.1% of the White females started and did not finish college. Over 43% of the Negro males started but did not finish college and 38% of the Negro females started but did not finish college. A slightly higher percent of both male and female Negroes held college degrees than did the Whites but the differences were slight and hardly hold meaning due to the paucity of the data.

Combining columns 4 and 5 of Table 4 presents a somewhat different picture. Nearly 37% of the White males have more than two years of college, but less than 22% of the Negro males have more than two years of college.

Table 5 contains basic and derived data on family incomes.

Table 5 Family Income Level of Respondents

Respondents	Under $3000	$3-5000	$5-7500	$7500-10,000	Over $10,000	N=
White Male	--	11 20.4%	15 27.8%	15 27.8%	13 24.1%	54
White Female	3 6%	4 8%	20 40%	18 36%	5 10%	50
Sub Total	3 2.9%	15 14.4%	35 33.7%	33 31.7%	18 17.3%	104
Negro Male	1 5%	3 15%	8 40%	2 10%	6 30%	20
Negro Female	2 4.7%	9 20.9%	11 25.6%	13 30.2%	8 18.6%	43
Sub Total	3 4.8%	12 19%	19 30.2%	15 23.8%	14 22.2%	63

From Table 5 little difference can be seen in the economic profile on the basis of race. Forty-six percent of the Negro families have incomes exceeding $7500 per year while forty-nine percent of the White families receive more than $7500 per year.

Table 6 further establishes the preponderant "middle classness" of the respondents by indicating the high rate of home ownership.

Table 6 Distribution of Respondents According to Home Ownership or Rent Paid

Respondents	Own Home	Rent Under $20	Rent $60-100	Rent Over $100	N=
White Male	31	4	10	10	55
White Female	47	--	5	4	56
Total	78	4	15	14	111
% White Respondents	70.3%	3.6%	13.5%	12.6%	
Negro Male	17	2	2	1	22
Negro Female	40	--	3	6	49
Total	57	2	5	7	71
% Negro Respondents	80.3%	2.8%	7.0%	9.9%	

Comparing Table 6 with Table 7, it can be seen that virtually all of the Negro home ownership has taken place within the last five years and most of it in the last two years. These data support the assumptions underlying the selection of the area from which most of the respondents came (Oak Grove). All Negro respondents residing in the same house over three years were from outside of the Oak Grove area.

Table 7 Duration of Residence of Respondents

Respondents	Less than 2 yrs.	2-5 yrs.	Over 5 yrs.	No Answer	N=
White Male	31	9	16	1	57
White Female	24	8	23	1	56
Sub Total	55 49.5%	17 15.3%	39 35.1%		113 N=111
Negro Male	10	10	2	2	24
Negro Female	35	11	--	5	51
Sub Total	45 66.2%	21 30.9%	2 2.8%	7	75 N=68

The occupational data secured through the interviews involved the self classification of the respondent. No attempt was made to determine the multiple roles of a single individual. Nor was any question asked differentiating between full time employment and part time employment. In the "under twenty-five"age bracket it is not at all uncommon for one to be working full time and going to school full time too. Many housewives also are students carrying a full course lead. The preceding unknowns lend to distortions from the data gathered. Probably no real significance should be attributed to the fact that 84% of the White males are classified as laborers and only 66% of the Negro males are

classified as laborers. Nine and one-half percent of the Negro males are classified as students and may also be engaged as laborers part time. Within the professional category the data are more reliable. The specific professions include teaching, nursing, and the ministry, all middle class professions.

Table 8 Occupational Classification of Respondents

Employment Classification	Male		Female	
	White N=52	Negro N=21	White N=54	Negro N=47
Student	1.9%	9.5%	5.6%	2.1%
Business	1.9%	9.5%	7.4%	2.1%
Professional	11.5%	14.3%	3.7%	6.4%
Labor	84.6%	66.7%	5.6%	27.6%
Housewife	--	--	77.7%	61.7%

As would be expected most of the interviewees were married. More than 82% of the White males were presently married and 85.7% of the White females were presently married. Seventy-five percent of the Negro males were presently married and 90.2% of the Negro females were presently married.

As Table 9 indicates there are fewer Negro families without children and a larger percentage of Negro families with more than four children. Since the Negro female respondents were generally younger than the White female respondents, the liklihood of their having more children is higher than for the White families.

Table 9 Percent of Families According to Size by Racial Distribution

	Number of Children in Family				
	0	1	2	3	4 or more
White N = 105	12.4%	17.1%	30.5%	23.8%	16.2%
Negro N = 67	3.0%	31.3%	22.4%	17.9%	25.4%

Religious Information

Two questions related to religious affiliation and participation. No attempt was made to determine frequency of attendance. Respondents classified themselves as "member attending," "member not attending" and "non member". More than 56% of the White males checked member attending, and more than 66% of the White females checked member attending. Over 68% of the Negro males checked member attending but the highest percentage of participation was registered for the Negro female with 91.5% checking "member attending."

The only religious group that had a sizeable number of respondents was the Baptist denomination preferred by 47.2% of the Whites and 56% of the Negroes. Other groups mentioned included the Methodist, Presbyterian, Roman Catholic, and Mormon churches. The extent of participation and the church membership of the respondents again reflect the value system of middle class Americans.

A Summary of Respondent Analysis

From the data available, the total population within the survey are preponderantly middle class. A high rate of home ownership, the value attributed to education and widespread religious affiliation suggest such a conclusion. In each of the preceding the Negro constituency ranked slightly higher than did the White population but the differences were negligible (except for Negro female religious participation).

Economic distribution in the area does not appear to follow racial lines though the percentage of Negro families in the lower income categories are a bit higher than the White percentages. At the same time the percent of Negroes in the highest income category (over $10,000 per year) is nearly five percent higher than the Whites in the same category.

The most pronounced singular distinction along racial lines seems to be in the size of families. Fewer Negro families are childless and more Negro families have four or more children. When the age make up of the population is considered this becomes even more significant.

The Questionnaire and The Responses

The instrument was designed to provide an index of attitudes about (1) race relations (2) civil rights in general, (3) particular civil rights leaders or movements, and (4) particular civil rights legislation.

Table 10 contains the responses and the percent of responses according to the variables of race and sex, to the question "First of all, in your judgement, would you say that Negroes generally are treated fairly in the United States?" As would be expected sex is a less significant factor than race in determining an answer. There is appreciably little difference between the White male and female responses as there is little difference between the Negro male and female responses. There is, however, nearly a sixteen percent difference between the White and the Negro responses. The question arises in the light of the socio-economic status of the Negro respondents in this study, as to whether they really feel unfairness corresponds to a racial dichotomy. After all, from most indices, the Negro respondents were as well off or better off than their White counterparts. From every measurable variable utilized in the demographic analysis they were equal to or better than the White respondents. An increasing accumulation of evidence suggests that the poor, regardless of race, are generally treated unfairly in the United States. The phraseology of question one itself seemingly perpetuates the traditional notion. Mentioning the preceding is not meant to be a denial of existing racial prejudice and discrimination either past or present but is simply to suggest that perhaps the old categories of classification are no longer

valid for meaningful research purposes. This would be particularly true for the more highly educated respondents.

Table 10 Question #1
First of all, in your judgement, would you say that Negroes generally are treated fairly in the U.S.?

Respondents	Yes		No	
	Number	Percent	Number	Percent
White Male N = 57	32	56.1	25	43.9
White Female N = 54	30	55.6	24	44.4
Sub Total N - 111	62	55.9	49	44.1
Negro Male N = 24	9	37.5	15	62.5
Negro Female N = 46	19	41.3	27	58.7
Sub Total N = 70	28	40	42	60

Those answering question one in the affirmative gave their reasons for so doing as recorded in Table 11. The smallness of the number involved makes the percentages less meaningful and not much can be concluded from the figures. Those answering "Yes" cited the same general reasons regardless of their racial identity.

Table 11

Reasons for answering "yes" to Question #1	White		Negro	
	Male N-27	Female N=23	Male N=8	Female N=15
The Negro has as much as anyone else.	63.0%	60.9%	50.0%	26.7%
There are legal guarantees for all.	11.1%	4.3%	--	13.3%
There are educational guarantees for all.	--	4.3%	12.5%	--
Prejudice has lessened	7.4%	--	12.5%	13.3%
Other	18.5%	30.4%	25.0%	46.7%

Those answering "No" to question one gave the following reasons for their responses.

Table 12

Reasons for answering "no" to question #1	White		Negro	
	Male N=21	Female N=22	Male N=14	Female N=25
Prejudice still exists	9 42.9%	9 40.9%	1 7.1%	3 12.0%
Obvious inequalities	7 33.3%	8 36.4%	8 57.1%	9 36.0%
Discrimination	4 19.0%	2 9.1%	3 21.4%	8 32.0%
Segregation	1 4.8%	1 4.5%	2 14.3%	4 16.0%
Other	0	2 9.1%	0	1 4.0%

Where the reasons of the White respondents cluster around "existing prejudice" and "obvious inequalities" (approximately 75%) the reasons of the Negro respondents emphasize the "obvious inequalities" and "discrimination." Perhaps this difference relates to exposure and a kind of selective perception, the Whites reacting to attitudes at variance with their own (prejudice) while the Negro encounters the "unfairness" as intrinsic to the social structure (discrimination). To the White the unfairness lies more in persons (individuals) while to the Negro it rests more in society (institutional structures).

(It should be mentioned that no attempt was made to operationally define the terms used by the respondents. As the respondents expressed themselves the interviewers tried to catch key words and phrases. In many instances the vocabulary of the respondents may have been loose and ambiguous. Thus the conceptual framework of Table 11 and 12 may be superimposed by the interpreter of the data).

Question 2 of the opinionnaire related question 1 directly to the Fort Worth situation. Respondents in every sex/race category scored the local condition as being preferable to the national scene. Among the Whites 69.9% stated Negroes were treated fairly while among the Negroes 63.3% concurred. It should be noted that 18% of the respondents didn't know how to answer the question. This would indicate some reservations on the part of the respondents and would suggest at least a conditional "No" answer. Even at that, more of the Negro respondents felt the local situation to be preferable to the national scene than did the White respondents. Negro "Yes" answers to question 2 were 23.3% higher than

Negro "Yes" answers to question 1. White "Yes" answers to question 2 were only 14% higher than White "Yes" answers to question 1. Complete data are provided in Table 13.

Table 13

Question #2 In your judgment, would you say that Negroes generally are treated fairly in Ft. Worth.	Yes		No		Don't Know	
	Number	Percent	Number	Percent	Number	Percent
White Male N=57	39	68.4	10	17.5	8	14.0
White Female N=56	40	71.4	6	10.7	10	17.9
Sub Total N=113	79	69.9	16	14.2	18	15.9
Negro Male N=24	12	50.0	6	25.0	6	15.0
Negro Female N=51	28	54.9	13	25.5	10	19.6
Sub Total N=75	40	53.3	19	25.3	16	21.3
Total N=188	119	63.3	35	18.6	34	18.0

Of those responding "yes" to question two, 29.6% of the white respondents suggested that there was "no apparent dissatisfaction" among the Negroes of Fort Worth. Significantly only ten percent of the Negroes

indicated there was "no apparent dissatisfaction." In either case such a response suggests either naivete or unawareness of the real situation.

At the same time 36.6% of the White respondents and 35.1% of the Negro respondents felt that "opportunities are available in Fort Worth for all."

On the other hand those answering "No" to question two (35 respondents) felt that "prejudice" in general characterizes Fort Worth. Strangely enough the Whites responding "No" to question two felt more strongly about existing prejudice than did the Negroes. Seventy percent of the White males and 66.7% of the White females noted the prejudice in contrast to 50% of the Negro males and 45% of the Negro females. The Negro respondents were more concerned about "discrimination in employment."

Question three asked; "On the whole, do you think most White people in Fort Worth feel that Negroes should get a better break or that Negroes already have all that they need? It should be noted that as phrased the question is about the feelings of "most white people" and not about the condition of the Negroes. This is a point that well could have been missed by several respondents who personally felt the Negro "should get a better break" or "had all they need." Table 14 records the responses.

Table 14

On the whole, do you think most White people in Fort Worth feel that Negroes should get a better break or that Negroes already have all that they need?

Responses to Question 3	White				Negro			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
Should get a better break	14	25.9	19	35.2	9	37.5	19	38.0
Have all they need	27	50.0	18	33.3	9	37.5	15	30.0
Don't know	13	24.1	17	31.5	6	25.0	16	32.0

When asked why they answered question three as they did nearly 50% of the Negroes and 30% of the Whites again cited "obvious prejudice" and "economic discrimination," thus reinforcing the expression made in response to question two.

Question four, like question three, related White feelings. Table 15 suggests that the White respondents are harsher in their surmises about Fort Worth White people, than are the Negro respondents.

Table 15

Do you think only a few White people in Fort Worth dislike Negroes, many dislike Negroes, almost all, or all White people dislike Negroes?

Responses to Question 4	White				Negro			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
Only a few	24	42.1	28	51.9	16	66.7	24	48.0
Many	21	36.8	16	29.6	4	16.7	17	34.0
Almost all	8	14.0	1	1.9	2	8.3	1	2.0
All	3	5.3	--	--	1	4.2	--	--
Don't know	1	1.8	9	16.7	1	4.2	8	16.0

Question five reversed the categories of question four. The reversal of the categories had no appreciable difference in the responses. The Whites were harsher on the Negroes than the Negroes were on themselves. Table 16 records the responses.

Table 16

Do you think only a few Negroes dislike White people, many Negroes dislike White people, almost all, or all Negroes dislike White people?

Responses to Question 5	White				Negro			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
Only a few	22	38.6	26	48.1	17	70.8	24	48.9
Many	19	33.3	17	31.5	4	16.7	18	36.7
Almost All	12	21.1	3	5.6	2	8.3	3	6.1
All	1	1.8	--	--	--	--	--	--
Don't know	3	5.3	8	14.8	1	4.2	4	8.2

Question 6 asked "Compared to five years ago, do you think there is (a) an increase in the attitudes of White people in their support of Negro rights, (b) a decrease in their support of Negro rights, or (c) no change? Table 17 provides the responses.

Table 17

Compared to five years ago, do you think there is (1) an increase in the attitudes of White people in their support of Negro rights, (2) a decrease in their support of Negro rights, or (3) no change?

Responses to Question 6	White				Negro			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
Increase	40	70.2	37	66.1	19	79.2	47	94.0
No Change	6	10.5	9	16.1	2	8.3	1	2.0
Decrease	4	7.0	--	--	2	8.3	--	--
Don't know	7	12.5	10	17.9	1	4.2	2	4.0

In the light of the data provided by Tables 15, 16 and 17, it would seem appropriate to ask why are the Negro respondents more generous in their judgments about the amount of existing dislike and the improvement in the local situation than are the Whites? Is this a general condition of temperament which correlates with the civil rights movement of the past fifteen years? Perhaps the greater beneficiaries of the civil rights movement become more tolerant, appreciative and accepting while those threatened, either consciously or unconsciously, project their own anxieties and unarticulated feelings on virtually all others.

Two items in the questionnaire dealt with the riots following the assassination of the Reverend Dr. Martin Luther King and during the

summer of 1967. It should be noted, however, that about a week before the survey was made the Walker Report, on the rioting in Chicago during the 1968 Democratic Convention, was released. The term "police riot" was introduced and the news media saturated the public with notions of excessive brutality on the part of the police. Apart from this publicity, the answers to questions seven and eight have been much different.

Question seven asked; "Do you think the riots of last spring and the summer before (a) had a great deal of justification, (b) were somewhat justified, or (c) were not justified at all? Nearly 75% of the Negro respondents said they were either "justified" or were "somewhat justified." Less than 30% of the White respondents saw any justification for the rioting. In the follow up question asking why they answered as they did, 64% of the Negroes said that riots were effective as a means of calling attention to and correcting social injustices. Only 16% of the White respondents saw the riots as effective. Of those condemning the riots the White responses clustered around the "wrongness" of rioting while the Negro responses tended in the direction of "non violence" as being a preferable position.

Question eight dealt directly with police activity. "Here are some statements giving different people's reactions to the role of the police during the riots. Which one of these statements best expresses your view? (1) more force should have been used, even if it meant shooting and killing looters. (2) more force should have been used, short of killing looters. (3) just about enough force was used. (4) the police used perhaps a little too much force in most instances, or (5) the police

used far too much force. The responses are given in Table 18. The Negro responses were predominantly critical of police behavior while White responses overwhelmingly favored the police with 38.6% of the White male respondents stating "more force should have been used, even if it meant shooting and killing looters."

Table 18

Responses to Question 8	White				Negro			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
More force should have been used even if it meant shooting and killing looters	22	38.6	12	21.4	1	4.3	2	4.0
More force should have been used short of killing looters	26	45.6	21	37.5	5	21.7	12	24.0
Just about enough force was used	2	3.5	13	23.2	1	4.3	10	20.0
The police used perhaps a little too much force in most instances	4	7.0	6	10.7	11	47.8	19	38.0
The police used far too much force	1	1.8	3	5.4	4	17.4	5	10.0
Don't know	2	3.5	1	1.8	1	4.3	2	4.0

The next section of the questionnaire involved responding to nine statements according to one of five quantitative categories.

1. Strongly agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree

Three of the statements related to some phase of housing. Exhibit A indicates the percent of respondents by race and sex for each category of the three statements.

Though 51.8% of the White males and 80% of the White females indicated they were "in favor of open housing," their responses to the three related statements in this part of the questionnaire suggests gross inconsistency. In contrast the Negro respondents (97.2% favoring open housing) were much more consistent.

It is noticeable that 55.4% of the White males oppose the "rigid enforcement" of the Supreme Court decision. Yet 84% of the White males favor "the use of more force" to control rioters. (See Table 18) Seemingly in the minds of many of the White male respondents, the degree to which law should be enforced depends on what the law is and who is doing the violating. Thus the respect for law and demand for enforcement is not an internalized principle but rather a convenient expediency to be utilized when it coincides with one's own biases.

Another group of questions used in the survey centered around discrimination in employment and education.

EXHIBIT A

Statement 1. Negroes should be permitted to purchase or rent housing anywhere in the community where they are financially able to rent or buy.

Statement 2. The decision of the Supreme Court making open housing mandatory was a fair and just decision.

Statement 3. The decision of the Supreme Court making open housing mandatory should be rigidly enforced.

Percent of Responses to Statements 1, 2, 3	White						Negro					
	Male			Female			Male			Female		
	Statement			Statement			Statement			Statement		
	1	2	3	1	2	3	1,	2	3	1	2	3
Strongly agree	14.0	10.5	5.4	29.6	12.7	13.0	83.3	70.8	58.3	72.0	42.9	44.9
Agree	50.9	28.1	17.9	46.3	36.4	16.7	16.7	16.7	29.2	26.0	40.8	32.7
Not sure	7.0	17.5	21.4	7.4	23.6	31.5		12.5	8.3	2.0	14.3	16.3
Disagree	21.1	19.3	25.0	9.3	18.2	25.9					2.0	6.1
Strongly disagree	7.0	24.6	30.4	7.4	9.1	13.0						

Exhibit B displays the percent of responses to two statements in this area. In each case the Negro respondents were more aware of or at least more sensitive to discrimination in employment. The Negro male perceived the most discrimination but 42.1% of the White male respondents saw the Negro "discriminated against in employment in private industry."

EXHIBIT B

Statement 4. Negroes are discriminated against in employment in private industry.

Statement 5. The government discriminates against Negroes in employment as much as private industry.

Percent of Responses to Statements 4, 5	White				Negro			
	Male		Female		Male		Female	
	Statement		Statement		Statement		Statement	
	4	5	4	5	4	5	4	5
Strongly agree	12.3	3.6	7.5	5.5	47.8	25.0	30.0	10.2
Agree	29.8	7.1	26.4	12.7	21.7	8.3	34.0	12.2
Not sure	15.8	16.1	43.4	40.0	17.4	33.3	24.0	49.0
Disagree	29.8	39.3	17.0	25.5	13.0	25.0	8.0	18.4
Strongly disagree	12.3	33.9	5.7	15.4	--	8.3	4.0	10.2

There is a high degree of consistency between the responses to the statements of Exhibit B and the responses to the question "Generally speaking, do you think a Negro can, or cannot get as good a job as White person with equal qualifications?" asked later in the interview. Table 19

indicates that whereas nearly half of the White respondents felt that "a Negro can...get as good a job as a White person with equal qualifications," only about one fourth of the Negroes shared that feeling.

Table 19

Generally speaking, do you think a Negro can, or cannot get as good a job as a White person with equal qualifications. 1. can 2. cannot 3. not sure

Responses to Question 24	White				Negro			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
Can	27	47.4	26	47.3	5	20.8	14	27.5
Cannot	24	42.1	15	27.3	14	58.3	26	51.0
Not sure	6	10.5	14	25.5	5	20.8	11	21.6

Three questions in the interview related to employment within the public school system. The questions are labeled below A, B, and C. Since the answers to question C are plural rather than singular some difficulties in comparison are encountered. In Table 20 the parenthetical "mostly" and the "half and half" category are only applicable to question C. Because of space limitations only the percent of respondents are given in Table 20.

(A) Suppose there is a public school that is attended by mostly Negro children. Do you think the principal should be a Negro, a White person, or that his race should not make any difference?

(B) Suppose there is a public school that is attended by mostly White children. Do you think the principal should be a Negro, a White person, or that his race should not make any difference?

(C) How about teachers in a school where most of the children are Negro... do you think the teachers should be mostly Negro, mostly White, about half and half, or that race should not make any difference?

Table 20

Percent of responses to Question A, B, C	White						Negro					
	Male			Female			Male			Female		
	A	B	C	A	B	C	A	B	C	A	B	C
Negro (mostly)	26.8	1.8	28.1	19.6	--	11.1	8.3	4.3	12.5	11.8	2.0	3.9
White (mostly)	5.4	37.5	3.5	1.8	21.4	3.7	4.2	8.7	4.2	--	17.6	--
No difference	67.9	58.9	50.9	73.2	73.2	61.1	87.5	87.0	62.5	86.3	76.5	70.6
Half and Half	--	--	15.8	--	--	18.5	--	--	20.8	--	--	23.5
Don't Know	--	1.8	1.8	5.4	5.4	5.6	--	--	--	2.0	3.9	2.0

The conspicuous thing about Table 20 is that in every instance the majority of the respondents indicated that race should not be a factor in determining employment practices in the public schools. When asked "Why they answered as they did," the overwhelming majority responded that employment should be based on qualifications or that race should not be a factor. Such was the case for about 75% of the White respondents and about 90% of the Negro respondents. About 20% of the White respondents and 8% of the Negro respondents thought the majority should rule.

Another question (19) related to public schools asked; Would you prefer to have a child of yours go to a school with all Negro children, or a school that is mixed half and half? Responses are given in Table 21.

Table 21

Responses to Question 19	White				Negro			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
All or mostly Negro	--	50.9	22	40.0	1	4.2	2	3.9
Mostly White	29	42.1	28	50.9	2	8.3	2	3.9
Mixed	24	5.3	2	3.6	18	75.0	36	70.6
No difference	3	1.8	3	4.5	3	12.5	10	19.6
Don't know	1				--	--	1	2.0

When asked why they responded as they did to question 19, the Negro respondents favoring an integrated school system said this was "better

educationally" and "better socially." Others checking "mostly White" indicated this was just a "personal preference." Significantly, no Negro respondent suggested his answer was just a "personal preference." Many semantic problems emerge when one tries to interpret the preceding statements. The word "better" may have widely differing connotations among the respondents. It may refer to the quality of education measured by such criteria as teacher qualifications, salaries paid, rank among other schools, etc. Or it may mean preferable in terms of interpersonal relationships between students at social functions, etc. Those favoring a more segregated school system would probably give the same reasons for their preferences. It would be unwarranted to interpret all respondents favoring predominantly White schools as being ipso facto segregationists though some might have strong leanings in that direction.

There were some respondents who were outspoken segregationists. Though there was no category "all White" in question 19, a few wrote "all" on their answer sheet. This was generally followed by a racist comment; "you don't mix pigs and horses," "be with their own kind," "I don't believe in mixing races." Of the 191 completed questionnaires only five could be classified as racist in the preceding sense.

Somewhat related to employment and business ownership was the following question; "How about stores in a Negro neighborhood...do you think they should be owned and run by Negroes, or that race should not make any difference? (a) owned and run by Negroes, (b) race should not make any difference, or (c) don't know. Only 33.9% of the White males and 23.2% of the White females answered "owned and run by Negroes." This contrasts

respectively with 8.3% and 10% of the Negro male and female responses. Over 91% of the Negro males and 88% of the Negro females felt "race should not make any difference," contrasting with 58.9% and 67.9% of the White responses.

Interviewees were presented with a hypothetical example (which may not really have been hypothetical to some respondents). "Suppose there is a White storekeeper in a Negro neighborhood. He hires White clerks but refuses to hire any Negro clerks. Talking with him about the matter does no good. What do you think Negroes in the neighborhood should do about this situation? No answers were provided by the interviewer. Yet more than 70% of the respondents suggested a "boycott" of some sort. Other suggestions were "demonstrate," 4.5%, "take legal steps," 7.8% and "nothing," 6.3%.

Of four statements included on the Thurstone scale, each of three contained an unfortunate phrase or clause; "Some people are saying, " "Some people think," and "It is the opinion of some Whites that..." According to the interviewers, these clauses led to some ambiguity in the minds of the interviewees. Perhaps the clauses were included to reduce the harshness of the statements. The problems emerges as one asks "Do I respond to the fact that some people are saying or to the substance of what they are saying?" Probably in most cases the response was to the substance or content rather than the fact but the question did arise. The percent of responses to each of the four statements are given in Exhibit C.

EXHIBIT C

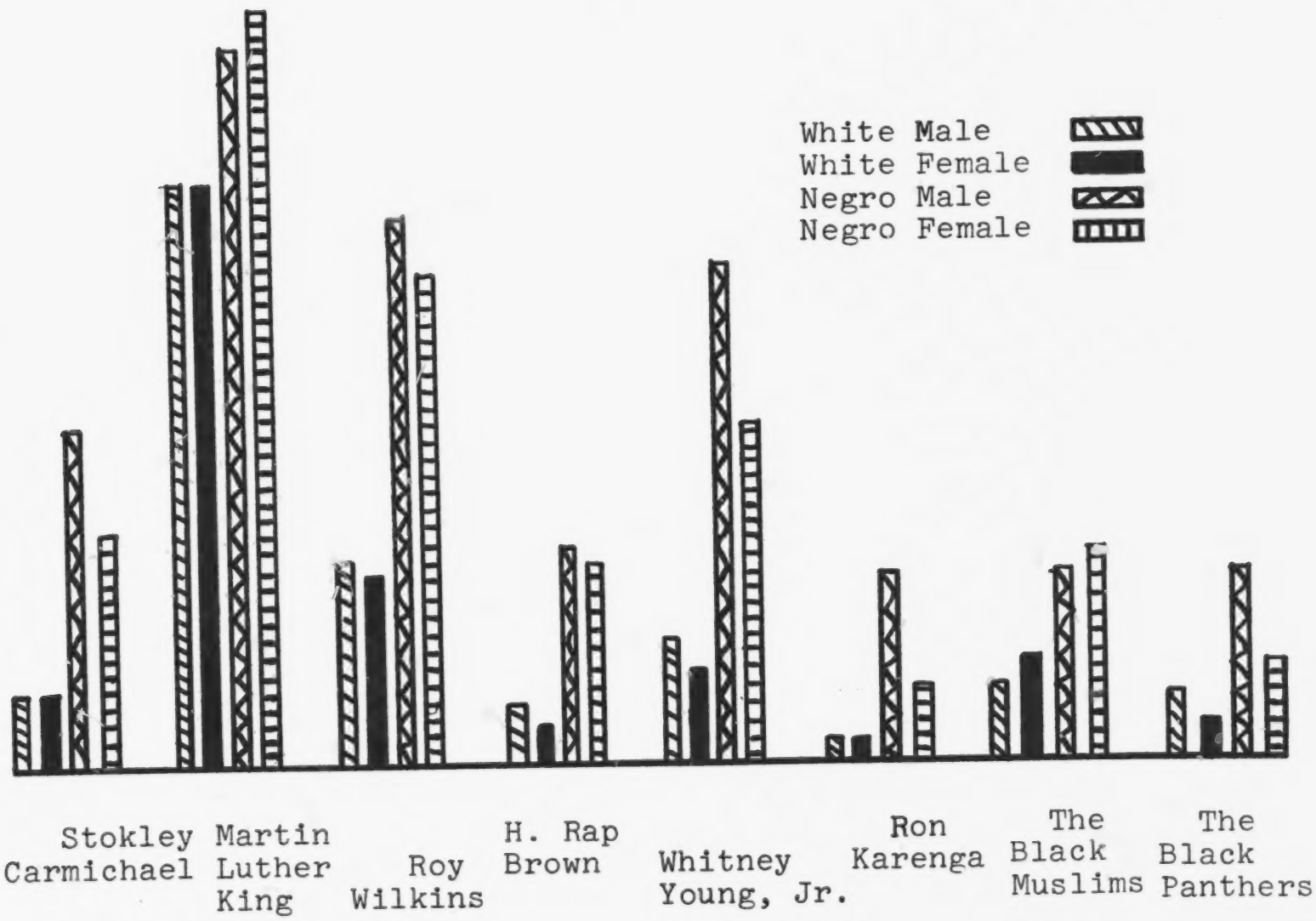
6. It is the opinion of some Whites that Negroes want to go too far too fast.
7. Some people think that Negroes are becoming too militant in their demands.
8. Black Power advocates are hurting the chances for integration of Negroes in American society.
9. Some people are saying that America is rapidly becoming two separate and unequal societies -- one black and one white.

Percent of Responses to statements 6, 7, 8, & 9	White Male				White Female				Negro Male				Negro Female			
	Statement				Statement				Statement				Statement			
	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9
Strongly agree	33.3	36.4	47.4	14.3	20.4	20.4	33.9	3.6	20.8	16.7	12.5	29.2	32.0	14.3	18.4	19.1
Agree	49.1	45.5	38.6	33.9	51.9	57.4	42.9	30.9	25.0	37.5	37.5	29.2	42.0	36.7	18.4	31.9
Not sure	12.3	7.3	3.5	23.2	13.0	16.7	23.2	40.0	16.7	8.3	25.0	8.3	8.0	22.4	34.7	29.8
Disagree	3.5	7.3	7.0	26.7	11.1	3.7	--	20.0	16.7	29.2	25.0	4.2	14.0	20.4	18.4	14.8
Strongly disagree	1.8	3.6	3.5	1.8	3.7	1.9	--	5.5	20.8	8.3	--	29.2	4.0	6.1	10.2	4.3

The final section of the interview was a reactionnaire consisting of a card with the names of six persons and two organizations listed in the left column. Respondents were asked to check one of four all inclusive categories: "approve," "partly approve/partly disapprove," "disapprove" or "don't know."

Chart 1 indicates the percent of respondents by age and sex who approved or partly approved the activities and programs of the subjects. In every instance the percent of Negro males approving or partly approving is more than double the White male approval.

Chart 1. Percent of Respondents by Race and Sex Approving Subjects.



The White male and White female profiles are uncannily similar. In fact they are virtually identical in Chart 1. More variation is seen between the Negro males and Negro female responses. In one instance the Negro female ranked higher in approval than the Negro male. Only 95% of the Negro males expressed "approve" or "partly approve" of the late Dr. Martin Luther King, all of the Negro females approved or partly approved of Dr. King.

Over 75% of the White respondents "approved" or partly approved" of Dr. King but of the other subjects Roy Wilkins was the only one to receive as much as 20% approval from the White participants. Overall the highest percent approval was on the part of the Negro males and the lowest degree of approval was by White females.

Chart 2 indicates the disapproval of the respondents to the respective subjects. The White population indicated a high disapproval of Stokely Carmichael, H. Rap Brown, the Black Muslims and the Black Panthers. The Negro respondents were also more disapproving twoard the preceding subjects but less so than the Whites.

Contrasting to the fact that the Negro males registered the highest degree of approval of the subjects, the Negro females registered the least degree of disapproval. No inquiry was made as to why respondents disapproved of certain subjects. Disapproval

may be either general or specific. Example of specific disapproval would be the rejection of Dr. King because of his position on Viet Nam or the rejection of the Black Panthers because of Eldridge Cleaver's activities. For a more meaningful study more specific data would have to be secured.

Chart 2. Percent of Respondents by Race and Sex Disapproving Subjects

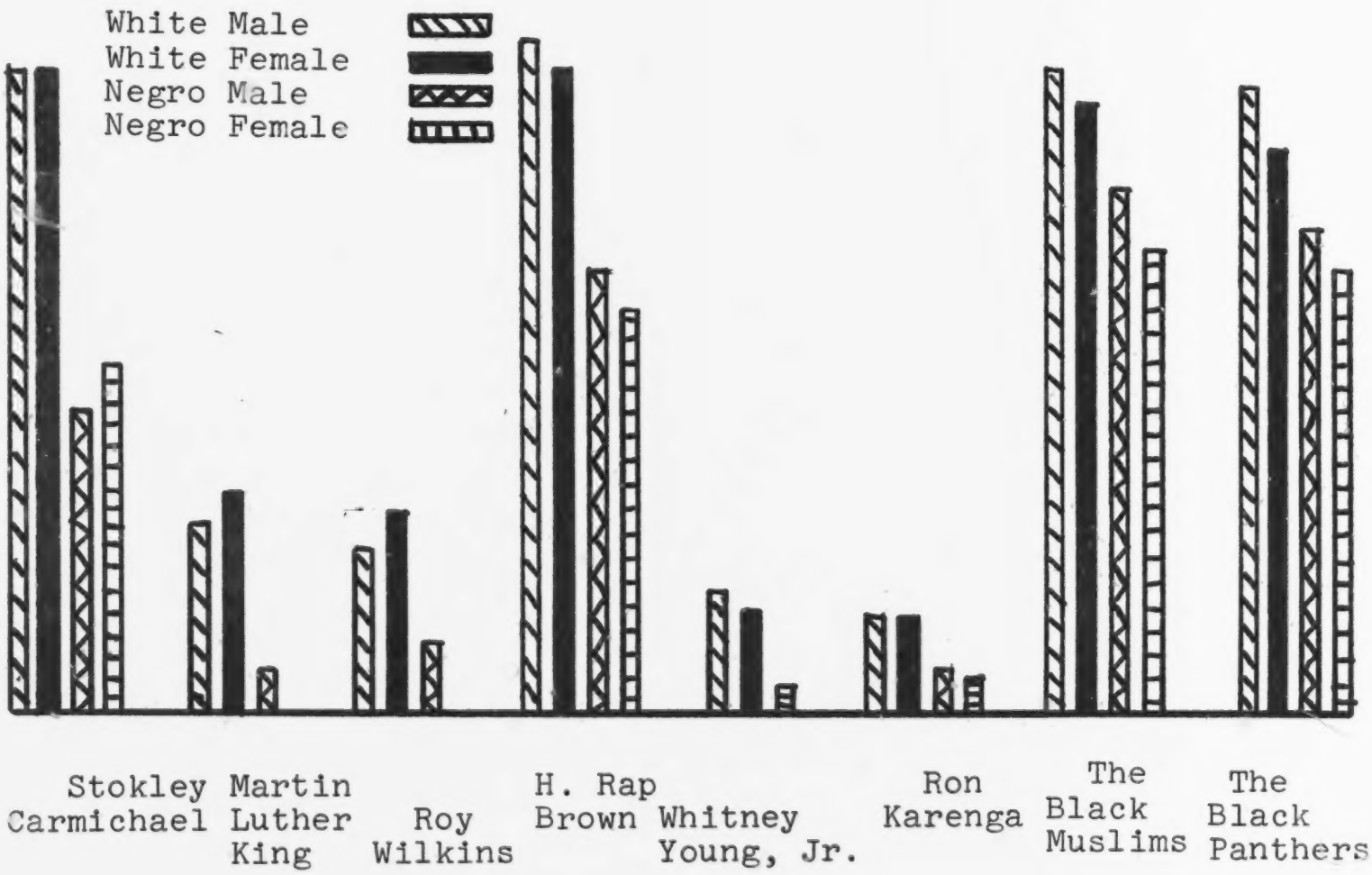


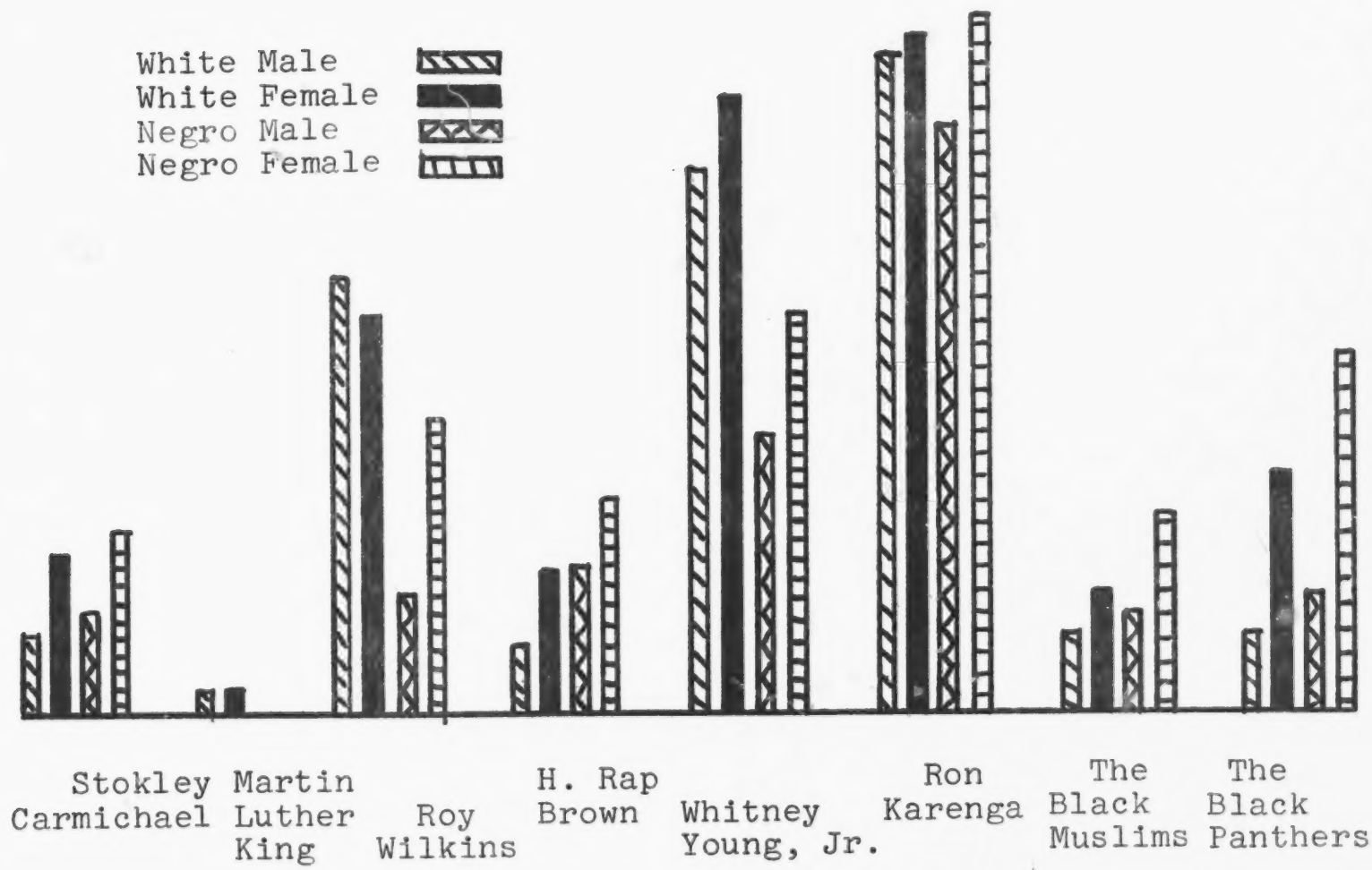
Chart 3 indicates the percent of the population who checked "don't know" on the cards. As interpreted by the interviewers "don't know" referred to the knowledgeability of the respondent regarding the subject. In some instances the phrase "don't know" may have been interpreted by the respondent to mean "don't know how the respondent feels about the subject." In the latter case the respondent should have checked the column headed "partly approve/partly disapprove." The preceding conclusion is based on the observation that it seems incongruous that more Negro females would not have information about Stokely Carmichael, H. Rap Brown, Ron Karenga, the Black Panthers and the Black Muslims than is the case for the White respondents both male and female.

When Charts 1, 2, and 3 are considered together it appears that about 15% of the White respondents would disapprove of any name connected with civil rights and conversely 12% of the Negro males included in this study would approve any name identified with the black cause. The Negro female seemingly is least predisposed of the four race-sex categories.

The lack of knowledge about the civil rights movement in the United States today particularly on the part of the White respondents is astounding. Considering that 55% of the White males do not know of Roy Wilkins and 68% do not know of Whitney Young, and that 51%

of the White females do not know Roy Wilkins and 76% do not know of Whitney Young while most the White respondents did know about H. Rap Brown, Stokely Carmichael, the Black Muslims and the Black Panthers again suggests a selective perception that is reinforced through popular media. The same phenomenon might account for over 40% of the Negro females not knowing about the Black Panthers, especially with all of the publicity that was being given to Eldridge Cleaver at the time of the survey. It would be useful to know why and how such perceptions are established.

Chart 3. Percent of Respondents by Race and Sex Not Knowing Subjects.



General Conclusions Re: The Data

In conclusion it must be restated that the Oak Grove Road section of the City of Fort Worth is a highly unique area of Tarrant County with regard to its Negro population. No conclusions regarding the general condition of the Negro in Tarrant County should be based on the data of this study.

In the geographical area included in this study the income level, the educational level and the percent of owner occupied homes for the Negro population are highly atypical. In keeping with this preferential status, Negro attitudes are generally mild and oftentimes complimentary of the local situation, though there is considerable hostility expressed toward the national scene. If the questionnaire responses are valid, there is much less race prejedice on the part of the Negro respondents than on the part of the White respondents. Though White respondents often replied affirmatively to questions about "open housing," "equal employment opportunities," etc. on related questions they frequently indicated reservations about previous replies. This may suggest that though there is a rational acceptance of the principle of an integrated democratic society, there is not a corresponding emotional acceptance to encourage the implementation of the ideal. Among the Negro respondents this incongruity did not appear.

It is widely recognized that across the past five years the support of Negro rights has considerably improved. The majority support of the idea of open housing and the overwhelming support of the idea

that people should be employed on the basis of qualifications rather than on the basis of race gives further credence to the improvement. Racism in its most derogatory sense only appeared in isolated cases in this study and perhaps could be accounted for on the basis of personality abberations quite distinct from the larger social climate.

General Conclusion Regarding the Total Project

In evaluating a project as comprehensive as the A.A.J.C. Social Science Demonstration project, there are several perspectives to be considered.

From the standpoint of the students, the project was very worthwhile. Students not only enjoyed the interviewing but also were able to experience many of the difficulties of meaningful social research. Probably for the first time in their lives they became aware of the semantic problem. Communication theory, previously a textbook concern, now became existentially real as the meaning of terms was debated. The need for precise operational definitions soon became apparent. Students made brief statements on their interviewing experiences immediately after returning from the interviews. (see Appendix 5, pp. 68f) These statements provide a wholesale endorsement of the project.

From the viewpoint of a teacher, having five classes of thirty-five or forty students in each class, the added work involved in carrying out such a project is virtually impossible. The preliminary work in getting ready for a survey doesn't begin to compare with the overwhelming task of handling and interpreting the data after they are gathered. Unless a team teaching effort was worked out the time factor seems insurmountable. Students were continually asking the project director for a report but no report was available during the semester in which the project was initiated. Consequently, most of the interviewers did not reap the fruit of their labors.

In a large urban junior college like the South Campus of the Tarrant County Junior College District, there are approximately three hundred students in introductory sociology courses each semester. The summer school students would put the number at about eight hundred per year. To provide research experience for so many seems practically impossible. It would mean conducting ten projects equivalent to this one each year.

Some objections were raised about the scope, the length and the ambiguity of the instrument itself. It was felt by some students and respondents that a subject other than race would have been preferable. It was pointed out by the project director that this is where the action is and that researching a subject such as feminine preferences of gardenias over tulips would be useless. There usually, however, are local issues of social significance that could be used in future projects. For example a new twenty million dollar convention center had recently opened in Tarrant County. Students could have conducted interviews on whether or not the subjects voted for or against the bond issue involved, whether or not the subjects had attended any of the events in the new center, etc. Findings of such a study could have special meaning for policy making pertaining to the new center.

Overall the project is seen locally as being most useful as a teaching instrument and as an enhancer of introductory sociology courses. Another major problem in structuring future courses to include similar programs is a matter of financial feasibility. Apart from the finances provided through the American Association of Junior Colleges grant, it is

doubtful that most junior college finance officers would be willing to increase the instructional costs of an introductory course by thirty percent. An alternative would be for the creation of an honors section or a special section of probable sociology majors to make a study and share it with the other classes.

The project has demonstrated that college freshmen and sophomores are capable of the kind of work involved in such a project.

APPENDIX 1

THE INSTRUMENT

A.A.J.C. Social Sciences Project

Please check or circle the appropriate responses.

Col.

11 _____ Place of birth _____

12 _____ Age - _____under 25 _____25-35 _____36-45 _____over 45

13 _____ Occupation _____

14 _____ Marital status - _____single _____married _____divorced
_____widowed _____separated

15 _____ Circle number of children - 0, 1, 2, 3, 4 or more

16 _____ Circle number of children living at home - 0, 1, 2, 3, 4 or more

17 _____
_____Own home
_____Rent under $60 per month
_____Rent between $60-$100 per month
_____Rent over $100 per month

18 _____
_____Lived in present house less than 2 years
_____Lived in present house between 2 and 5 years
_____Lived in present house over 5 years

19 _____ Church membership - _____member attending _____member not attending
_____non-member

20 _____ Religious preference -
_____Roman Catholic
_____Methodist
_____Lutheran
_____Disciples of Christ
_____Baptist
_____Presbyterian
_____Seventh Day Adventist
_____Other

21 _____ Educational level - (Circle highest grade completed)
Less than 8; 8, 9, 10, 11, 12
Years in college - 1, 2, 3, 4
Graduate school - 1, 2, 3
Degrees received _____

22 _____ Estimated annual family income
_____Less than $3,000.00
_____$3,000.00-$4,999.00
_____$5,000.00-$7,499.00
_____$7,500.00-$9,999.00
_____$10,000.00-$14,999.00
_____Over $15,000.00

A.A.J.C. - Research Project

Col.

24 _____ First of all, in your judgment, would you say that Negroes generally are treated fairly in the U.S.? Yes _____; No _____.

25 _____ a. Why do you say that?

26 _____ In your judgment, would you say that Negroes generally are treated fairly in Fort Worth? Yes_____; No_____.

27 _____ a. Why do you say that?

28 _____ On the whole, do you think most white people in Fort Worth feel that Negroes should get a better break or that Negroes already have all that they need? Get a better break_____; Have all that they need_____.

29 _____ a. Why do you say that?

30 _____ Do you think only a few white people in Fort Worth dislike Negroes, many dis. Negroes, almost all, or all white people dislike Negroes?
a. Only a few___ b. many___ c. almost all___ d. all___ e. don't know___

31 _____ Do you think only a few Negroes dislike white people, many Negroes dislike white people, almost all, or all Negroes dislike white people?
a. Only a few___ b. many___ c. almost all___ d. all___ e. don't know___

32 _____ Compared to five years ago, do you think there is (a) an increase in the attitudes of white people in their support of Negro rights; (b) a decrease in their support of Negro rights, or (c) no change?
a. an increase___ b. a decrease___ c. no change___

33 _____ Do you think the riots of last spring and the summer before (a) had a great deal of justification____, (b) were somewhat justified____, or (c) were not justified at all____?

34 _____ a. Why do you say that?

35 _____ Here are some statements giving different people's reactions to the role of the police during the riots. Which one of these statements best express your view?

a. more force should have been used, even if it meant shooting and killing looters_____.
b. more force should have been used, short of killing looters_____.
c. just about enough force was used_____.
d. the police used perhaps a little too much force in most instances_____.
e. the police used far too much force_____.

Below are nine statements. Read each statement carefully and check the column that best expresses your view.

Col.	Code	Statement	Strongly agree 1	Agree 2	Not sure 3	Disagree 4	Strongly disagree 5
36		Negroes should be permitted to purchase or rent housing anywhere in the community where they are financially able to rent or buy.					
37		It is the opinion of some whites that Negroes want to go too far too fast.					
38		Negroes are discriminated against in employment in private industry.					
39		The decision of the Supreme Court making open housing mandatory was a fair and just decision.					
40		Some people think that Negroes are becoming too militant in their demands.					
41		The government discriminates against Negroes in employment as much as private industry.					
42		The decision of the Supreme Court making open housing mandatory should be rigidly enforced.					
43		Black Power advocates are hurting the chances for integration of Negroes in American society.					
44		Some people are saying that America is rapidly becoming two separate and unequal societies- one black and one white.					

V

Col

45 _____ Suppose there is a white storekeeper in a Negro neighborhood. He hires white clerks but refuses to hire any Negro clerks. Talking with him about the matter does no good. What do you think Negroes in the neighborhood should do about this situation?

46 _____ Would you prefer to have a child of yours go to a school with all Negro children, mostly Negro children, mostly white children, or a school that is mixed half and half?
a. all Negro____; b. mostly Negro____; c. mostly white____; d. mixed____;
e. no difference____; f. don't know____

47 _____ Why do you say this?

48 _____ Suppose there is a public school that is attended by mostly Negro children. Do you think the principal should be a Negro, a white person, or that his race should not make any difference?
a. Negro____; b. white____; c. no difference____; d. don't know____

49 _____ Why do you say this?

50 _____ Suppose there is a public school that is attended by mostly white children. Do you think the principal should be a Negro, a white person, or that his race should not make any difference?
a. Negro____; b. white____; c. no difference____; d. don't know____

51 _____ Why do you say this?

52 _____ How about teachers in a school where most of the children are Negro... do you think the teachers should be mostly Negro, mostly white, about half and half, or that race should not make any difference?
a. mostly Negro____; b. mostly white____; c. about half and half____;
d. race should not make any difference____; e. don't know____

53 _____ How about stores in a Negro neighborhood...do you think they should be owned and run by Negroes, or that race should not make any difference?
a. owned and run by Negroes____; b. race should not make any difference____;
c. don't know____.

54 _____ Generally speaking, do you think a Negro can, or cannot get as good a job as a white person with equal qualifications?
a. can____; b. cannot____; c. not sure____.

55 _____ Are you in favor of open housing? Yes____; No____.

56 _____ If no, why not?

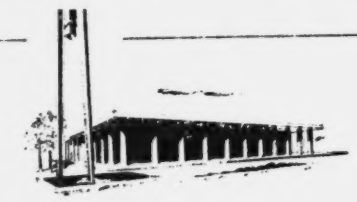
Below is a list of people active in Civil Rights. Please check whether you approve or disapprove of what the person or organization stands for, or don't know enough about them (it) to say.

		Approve (1)	Partly Approve-Partly Disapprove (2)	Dis-approve (3)	Don't Know (4)
57 _____	Stokely Carmichael	_____	_____	_____	_____
58 _____	The late Martin Luther King, Jr.	_____	_____	_____	_____
59 _____	Roy Wilkins	_____	_____	_____	_____
60 _____	H. Rap Brown	_____	_____	_____	_____
61 _____	Whitney Young, Jr.	_____	_____	_____	_____
62 _____	Ron Karenga	_____	_____	_____	_____
63 _____	The Black Muslims	_____	_____	_____	_____
64 _____	The Black Panthers	_____	_____	_____	_____
65 _____	Muko Zambini	_____	_____	_____	_____

APPENDIX 2

THE LETTER TO RESIDENTS

SOUTH CAMPUS
TARRANT COUNTY JUNIOR COLLEGE DISTRICT
5301 CAMPUS DRIVE—FORT WORTH, TEXAS 76119
Area Code 817, JE 4-4861



November 27, 1968

Dear Neighbor,

The American Association of Junior Colleges has invited our school to participate in a Social Science Research Project which will include ten junior colleges from across the United States.

The purpose of the project is to involve Sociology students in actual interviewing situations. On Friday, December 6, approximately one hundred students from sociology classes of the South Campus of TCJC will be interviewing in the Oak Grove section of our city. The interviews will be brief and respondents will not be asked to give their names. The general subject matter of the interview will involve inter-racial attitudes.

An attempt will be made by one of the students to call at your home sometime tomorrow. I hope that members of your family will be able to help us with this project. Your cooperation will be much appreciated.

Sincerely,

Robert M. Platt, Chairman
Department of Behavioral Sciences
South Campus

RMP/jrb

APPENDIX 3

INSTRUCTIONS TO INTERVIEWERS

INSTRUCTIONS FOR STUDENTS PARTICIPATING IN THE A.A.J.C. RESEARCH PROJECT

Students may interview in teams of two or individually as preferred.

Each student will be responsible for turning in at least three completed interviews

All interviews are to made between 9:00 A.M. and 4:30 P.M. on Friday, Dec. 6.

Assignment packets may be picked up anytime after 8:30 A.M. in the Student Lockers (located in the student union building - first floor - west end)

All assignment packets are to be returned whether interview is completed or not.

Return packets to the Student Lockers before 5:00 P.M. on Friday.

TIPS FOR INTERVIEWERS

Introduce yourself as a Sociology student from Tarrant County Junior College.

Mention the letter of "yesterday."

Stress the anonymous nature of the study.

Stress the purpose of the study as being "to get interviewing experience."

Ask about willingness to participate. If unwilling, thank them and go on. Check the appropriate space on the envelope.

Have a pencil (pen) ready.

Let the interviewee fill in pages with columns 11-23; 36-44; and 57-64.

The student should fill in the other two pages.

When the interview is completed, thank the participant and leave.

After leaving check the sex and race of the respondent on the envelope.

DON'TS

Do not make verbal or facial value judgements about the respondent's answers.

Do not argue or take another or opposite side of a question. Your job is not to inform or correct a respondent but only to record.

Do not implicate T.C.J.C. unnecessarily. Our school is only an instrument of the American Association of Junior Colleges in conducting the study.

If persons want to know more about the project than you are able to tell them, have them call Dr. Robert Platt, 534-4861, Ext. 318.

APPENDIX 4

NEWSPAPER RELEASE

T.C.J.C. CHOSEN FOR RESEARCH

Tarrant County Junior College is one of 10 junior colleges in the nation — and the only one in Texas — chosen to participate in a sociology research project sponsored by the American Association of Junior Colleges.

The purpose of the project is to involve students directly in interviewing and to help them get the "feel" of sociological research, said Dr. Bob Platt, chairman of behavioral sciences at the South Campus.

About 100 students from three sociology classes will conduct interviews in the Oak Grove section of Fort Worth.

Fort Worth STAR-TELEGRAM WEDNESDAY EVENING DECEMBER 4, 1968

STUDENT EVALUATION SHEET

APPENDIX 5 and

STUDENT RESPONSES

AAJC - Immediate Student - Interviewers Response

This too is an anonymous survey but you may put your name on it if you prefer.

Write a brief personal reaction to your experience as a gatherer of sociological data.

Do you think similar programs should become a regular part of courses in Introduction to Sociology? Why?

December 7, 1968
Dr. Robert M. Platt

A.A.J.C. Project
Preliminary Report on Student Responses

On December 6, 1968, seventy-six students from sociology courses at Tarrant County Junior College participated in the A.A.J.C. research project. Each student wss initially assigned to five addresses in the Oak Grove section of Fort Worth.

Since the interviewing was scheduled for between the hours of 9:00 A.M. and 4:30 P.M., residences with both adults working had no one at home. Students actually completed 145 interviews.

When the students returned the interview packets, they were given a short form to fill out on their immediate responses to the project. (Responses were anonymous.) Sixty-nine students filled out the forms. Their verbatim responses follow.

Question 1. Write a brief personal reaction to your experience as a gatherer of sociological data.

Very interesting. The people seemed to be very cordial, and co-operated well.

I had great fun, but the people being asked the question may not have.

I enjoyed the survey; I thought it was very interesting in that I saw others' viewpoints, and I just enjoyed gathering the data.

It was an interesting experience. The people who answered the door were very nice, whether or not they participated.

I feel that the survey helped me a great deal. In making the survey I was asked to give different opinion on different situations. I enjoyed this very much and I was able to give the opinion of what I thought was right or wrong.

I felt this experience very rewarding, for I learned a little of the way people feel, and I felt it was their true feeling, because one lady had waited all day and really wanted to express her opinion.

I found this a great experience--the answers to most of the questions were surprisingly different from what I expected. I also think this field would be a great field to be a part of.

I feel that the one interview which I was able to complete was interesting and very worthwhile. But I do feel that the majority of the people in my area were of a lower income and were suspicious of the whole experiment.

I liked it. I feel the questionnaire could be improved. There was too much repetition: Do you feel a Negro principal. . .
Negro teacher
White principal
White teachers
same answers given on all.

I feel it was very good. The whole project was very worthwhile. I was very impressed with the whole thing.

I was truely an interesting experience. The people for the most part were quite helpful and willing to engage in conversation.

It was an interesting experience. However, the questions tended to repeat themselves. The same information could have been on one page. But then I guess it would be harder to put on IBM cards. As to examples the questions of what type of person should be a principal or teacher in different types of schools, the answers were the same.

Oh Blah. It was alright but nothing I was really impressed by.

I thoroughly enjoyed the interviews. The two people interviewed were most cooperative. However, I am wondering if, because I am white, the Negroes interviewed were completely honest with me. I think their occupations probably had a lot to do with their replies. One was an R.N. and the other in business for himself. They seemed to think they were being treated fairly and disapproved of rioting,etc.

I personally enjoyed interviewing this select group of people. Most of the people were very cooperative and anxious to express their views. I encountered no trouble. Most of the people did feel like their time was very precious, but offered their assistance.

I believe that most people were cooperative, but a few of the questions the people couldn't answer because the answers were not provided in the questionnaire.

In most cases there was a mutual feeling of friendliness on the part of the interviewee. People were knowledgeable of the problems of present day society and gave intelligent remedies for the situations. There was a willingness in most cases for the interviewee to actively participate.

I thoroughly enjoyed it. I am glad I could participate as I feel it was good experience that I may not have gained otherwise. I went as one of a pair so I talked to three people, and in only one case did I get thoroughly disgusted. The "gatherer of sociological data" does not have a rough job; on the contrary, it is challenging and broadening.

I found that there was some lack of interest along with some real interest. I think that a student should have some of this experience in interviewing in order to meet requirements to be a social worker.

It was interesting and not quite as difficult as I had thought it would be.

I enjoyed meeting the people, asking them questions and listening to their answers and watching their reaction.

At first I was skeptic--I was expecting everyone to give me a cold reaction, but after the first interview, I was not scared--it was a fun project. I believe I learned quite a bit from the answers--especially the answers stated about the Negroes.

At first I was very apprehensive about talking to people I had never known, but when I got started I found they were very friendly and interesting and I really enjoyed it. I do think the questions were kind of repititious and so did both parties I interviewed. Also, the questions that were stated like, "In your opinion do most people think. . ." were confusing.

I thought it did give a little bit of fun or enjoyment to the course and did make it easier to try to develop a little enthusiasm to try to learn.

I only interviewed one lady, she was very cooperative and talkative. It took about 30 minutes. She was a Latin American, not well educated and her prejudices showed, but she did give a lot of thought to her answers.

The experience was interesting and completely different from anything I have ever done before. I found that the one response I received was fair, frank and friendly.

For the most those people interviewed responded well to the form. Some took a lot of time and I think gave honest reactions to the various statements.

I believe it was worthwhile. It would have been better if more people had been at home.

I believe it was a good experience for me. It would probably have had more meaning if more people had been at home.

The people we talked to (interviewed) were very nice even the ones who did not want to fill it out were nice about it. The problem was that it was too long.

The people were niceand ready to fill them out. It was a very interesting experience and I wish that there are more things like this in the future.

I only interviewed one lady, so I'll have to go by my reactions on this one person. She was a Negro and very serious about answering each and every question. I liked the person to person contact. It was very good.

The three ladies interviewed were very willing and helpful in their participation. I enjoy this sort of thing because I find people and their opinions very interesting. I found that these people have the almost identical opinions on the subject of race. I also noticed that the people would say the questions were very general and that they could only consider this general area.

This didn't seem to be a survey for the purpose or help of an interviewer but rather a "racial" racial questionaire. As far as the survey itself, I thoroughly enjoyed it.

The people were very responsive to the idea. They answered all the questions and really tried to help.

First of all, I enjoyed it. The person I interviewed was an interesting, informed person. She had definitewll-formed constructive ideas on the problem at hand. I only regret that the other houses I visited were at the time unoccupied. I almost could not contain myself (and didn't on a few occassions) while sitting through my partner's interview from butting in and carrying out the interview myself. Great time!

I was greeted in a friendly manner by two Negro women. I contacted no whites. The attitudes of the two were different on such matters as equal opportunities through the two were of the same general social class. My reaction was that people, no matter what race, have varied reaction to racial problems depending on their personal experience rather than so much what they receive over the mass media.

I found that if you present yourself in a courteous manner you can get people to tell you more truthfully how they feel on various subjects. Most people will openly show their views and not be offended if you listen to them attentively and don't offer any views either pro or con towards the subjects. I was highly surprized at how most people will readily help in this type of survey.

I think this survey could have been better if more time was allowed. Most of the homes (all five homes) were teachers and they were all gone. But the only response was from people who lived with their children (grown children, teachers). I enjoyed the survey personally because I gained an experience.

These people were on the whole the most ethnocentric, bigoted people in my life. They were afraid to answer. They tried to appear well versed but seemed to harp on all their biases. They were emotionally not objectively involved in the racial problem.

My first reaction to the interview I found myself a little nervous, but after that it became very easy for me. The people were very nice. They invited me in and many times we almost got off on a long conversation on the subject.

I found it very interesting and enjoyed it very much. I feel as though I gained experience and some personal satisfaction.

There were two vacant houses and the other three were not at home.

Interesting, meet many different type of people. Got to feel what one goes through door to door. Enjoyed it very much.

It was enjoyable. I think people are interesting and often very exciting. The one person I interviewed seemed like someone I should know, I had heard his views so many times before.

There seems to be quite a difference in opinion about the majority of the questi°ns. One person felt the Negroes were being treated f irly, yet she also felt they had all they needed and were trying to go too far too fast.

Some people are nice some are not, but all were kind of suspicious, and on the defensive.

I found this experience rewarding in that it remanded me of the experience needed in order to perform an interview successfully and without a reaction.

In my interview there was two completely different attitudes. Both were white females. If think both were eager to express their opinions. The women were different in age about 20 years difference. One woman (younger) seemed sheltered, her world was her house and children. The older woman had experience and was more concerned about the lowering of white people's things (real estate and environment) The survey was very interesting for the simple reason, people want their opinions to be heard, if not on T.V. or radio, on an interview.

I thought it was rewarding to hear the other person reaction. She was very nice to work with and I enjoyed listening to her view points.

Just going to 5 houses brought a lot of experience. All persons except one were agreeable and willing to participate. I noticed the women that I interviewed were not very educated, but most were aware through T.V., radio, etc. about public figures, and national questions. These people were very enxious for me to state my feelings before they stated theirs and when I did not, they went on to strongly state their opinion.

I enjoyed it very much--this trying to find out peoples' reactions. I appreciated their cooperation in answering the questions. My only wish is that they would not start expounding their views because we are not allowed to make reactions to their answers.

The interview that I had with the one lady who was willing to cooperate was very rewarding. She was most willing to participate, and she evidently had had some good experiences living in an integrated neighborhood.

The people responding to the requests were very pleasant and cooperative. However, I do feel that we should be careful in these sociological surveys not to violate personal privacy.

If a race difference existed between the interviewer and interviewee, I believe the interviewee did not answer the question in full truth.

I thought it was a lot of fun. It also is very interesting and informative because your come into personal opinions and get to hear different peoples different viewpoints.

I got a good picture on how whites and Negroes differ from the answers to the questions. I received a better reception from the Negro than the white.

Disappointed in that I chose an inappropriate time period when no one was home.

The lady I interviewed was a middle-aged white woman with a seventh grade education. It was very interesting to hear her passive views toward the Negro. She had personally known a few Negroes and said she respected them as her friends. On the other hand, because of her limited education and her somewhat disassociation with the outside world, she had no respect for any of the Negroes involved in the Civil Rights Movement.

I feel that this project benefitted me the most by helping me to become accustomed to meeting people and conducting interviews. This was a good means to find out just how people actually feel about certain social problems.

No great reaction on my part. Very interesting.

It was quite interesting to me. People are more willing to participate in things of this sort than I supposed. I was quite impressed with the friendliness of the Negro participants.

All of the people we were able to talk with were Negroes. One seemed a bit resentful, not of the survey, but of us as Caucasians. The other was very friendly and was eager to help us in every way.

The one interview I did get was very interesting. The boy was back from Viet Nam and had very intelligent and open-minded answers.

The lady was personable and cooperative. I enjoyed the interview and believe that she did too.

I think interviews are rewarding in that they aquaint people with the tools which sociologists use. Individual reactions to sample questions many times surprise the interviewer and variables come into play which were previously overlooked.

I enjoyed it. I enjoy meeting people. I find people quite responsive and willing to cooperate. Several people were thoroughly interested in the project.

This was very interesting to learn how and why people think the way they do. It is very interesting to compare their reasons to yours. The people interviewed were very friendly and cooperative. This was a slight surprize. I enjoyed this very much and found it very interesting.

The experience was good. I enjoyed doing it. I interviewed two Negro ladies, they were both ready to help in anyway.

Question 2. Do you think similar programs should become a regular part of courses in Introduction to Sociology? Shy?

Yes! I think that it gives us more insights into Sociology.

No, most people I have talked to didn't want to take part and therefore didn't gain the experience of this type of training.

Yes, because they are enjoyable, and you get to see other' view point on things.

Yes. It gives sociology students an opportunity to experience what they are studying. It would make the students more appreciative of sociology.

Yes. The reason I say this is because it will give you experience. Similar programs like this will help you to understand the feeling of others and also how to approach people of different races.

Yes. This is doing social work and to me that is how you learn, by doing.

Yes.

Yes, I think that the only way to learn the opinions of the different types of people is through public opinion surveys.

Yes. Provides experience as well as a service.

Yes. I think similar programs should become a regular part of courses in Introduction to Sociology. I just feel it was and would be a good experience for other students.

Yes. The students can get out and really see what "makes people tick."

No. Students in Introductory are only seeing what the field is like. Only those who have gone on to other courses in this field will do a good job.

Yes. It is good experience.

Yes, it was most rewarding. The Negroes I talked with seemed to appreciate the fact that I was interested in their problems and most aware of their difficulties. The experience was good for me.

Yes, because it helped me to see how complex sociology material is.

Yes, definitely. The experience is invaluable and it helps the student gain first-hand insight.

Definitely yes. It makes the subject much more interesting.

Yes. There is a great difference between classroom sociology and the actual work. Both phases should be included in introductory sociology.

Yes. I think such interviews can lead to solutions to problems that exist in this country. I think interviews can bring things that are deep inside a person and help bring these ideas out in the open.

Yes. It helps the student to get a true reaction of what people actually feel and express without guessing what they probably think. Such interviewsshow a complete picture of a situation at hand.

Yes. It honestly brings you closer to the social problems facing our community and nation today by integrating your thoughts with views of anonymous people.

I believe that more projects of this type should be conducted regularly for beginning sociology students since it will help them to understand peoples' problems and also help them to meet people.

More programs like this one should be a fact of sociology programs because it gives the individual a closer tie with the people.

Yes. It enables the beginning students to see a little of what sociology projects involve. It may help different students to decide if they are interesting in becoming a sociologist or not.

I think programs like this are priceless in that thy give students a knowledge of how things are in the field work. We tend to think at our own level and only field work can complete the picture which the text books begin.

Yes. They can be used for gaining knowledge as well as experience for students in the field of sociology. It helps in making decisions to chose fields or careers.

Yes. This helps to understand people and their way of thinking. To find out others views is an interesting way to learn of life and whether it is growing or falling.

I do not object to the program. I know, just the little time I spent with these two ladies, it showed me some things I did not know or want to know. I believe it is a good program.

Yes, I believe this really shows how different people in our city keep up with issues going on in our country and how they feel towards them. This program helps the student learn specific reasons for the way people feel about certain issues.

Yes, to learn statistics, and also how to communicate with strangers.

Yes, such programs should become a regular part of introductory courses. It is a valuable experience, and one would not blindly go into the field that involved surveys and interviews without some knowledge of this field.

Yes, practical application of concepts is not memorization as it occurs in classrooms. Things as learned and more impressive when taken to the field where the concepts exist.

Yes, I think similar programs should become a regular part of courses in Introduction to Sociology because it gives one the experience to determine whether or not he or she would like to go into the field of sociology and learn the different behavior patterns of every type of family.

Yes, because it gives you a chance to see how other people think and live. It gives you a chance to put your education in one field to work.

I think an interview program should not be in Introductory Sociology, but should be a part of a more advanced sociology course such as social problems.

Yes. Sociology deals with people and this brings a student of sociology in contact with people.

Yes, because I believe it would be good experience for students. They would gain experience in human relations and also they would realize more fully the sociological problems that exist.

Possibly--this certainly qualifies as field work in sociology.

Yes, but organization (racially) will play a large part in any sociological questionnaire. I believe a more accurate survey would have resulted if both parties were the same color. (The women I interviewed seemed hesitant to answer the racial questions because a difference in race existed.--These women were all Negro; I am white)

Yes. It lets the pupil go out into the field and actually become a part of sociology. It lets him know actually what part of a sociologist job is like.

Yes. You can have personal contact and a chance to get involved.

Yes, because it sort of lets you know how the people feel about certain issues.

Yes. They give the students a idea of the people we are living with.

Why not? If this is what a sociologist does why not get some experience. The person contact is great. I feel I did contribute something to the cause.

This type of program would be very helpful to a sociology student. I feel that the subject of sociology is widely misconcepted and a program of this sort will help point out the purpose of the sociology program.

Yes, because it would give each student a chance to have an experience in interviewing. Maybe more than one or two per semester would be beveficial.

I think it should because it gives the students a chance to meet people and get their point of view on subjects.

Yes, a great deal of insight is to be gained from people met on a survey such as this. It gives you a chance to meet people and to listen or throw out your own ideas. A thoroughly enjoyable experience that I feel all sociology students would enjoy and benefit from.

I think it is good especially for the student in seeing that people are generally the same no matter what race and it breaks down fears in contacting different types of people.

Yes, because it orientates the students to the various views of different people which you might not have otherwise discovered if it weren't for this survey.

Yes, because part of sociolgy is working with people. Experience is the best policy.

I don't really seem to accomplish much. I think it's so hard to objectively ask nd obtain answers. It was a great experience. I wish I had more time.

Yes, because it is good experience for a student and it could help to solve many problems that have not been solved.

Yes, it will bring people closer together, bring about better understanding of the problems of today.

It would be all right, I think it would help a sociology major very much in his field. Gives you the feeling of doing something that you enjoy.

Yes, because they are so interesting.

Yes. It acquaints students with problems and possible answers. These programs put the students in direct contact with the public. Better relations are established on both sides; understanding; etc.

I definitely think similar programs should be conducted. I felt more a part of my sociology class. I think on the job training is the best way to learn a particular subject that you are interested in to aid in understanding the subject. You can memorize the points and material in a book, but you have to learn how to act in reality. This just might help me decide about my career.

Yes, because sociology introduction deals almost completely with social problems, ideas, and ethnocentrisms.

If for no other reason than to overcome a possible fear of meeting people, I think it is a good experience.

Only if the individual would feel that gathering information would benefit his studies in sociology.

Yes, because it enables the student to comprehend better the problems and ideas of society.

Yes, because you are forced to get to know people and to quiz them on such controversial subject matter.

Yes. It gives the student a small amount of having to deal with the public and will make people a little easier to understand.

I think it would be good experience for students--but might keep some students from enrolling in the course.

I do think similar programs should become a regular part of the courses in Introduction to Sociology because it gave me more faith in myself and my ability to communicate with people I've never met before.

Activities of this type should be a part of Introduction to Sociology because involving the student in this manner creates more interest in the subject--he gets more than a book-look at it. With this, and to maintain and extend interest in sociology, the results of such student-participant activities should be made known and discussed by the class (if at all possible.)

Yes. It gives the person a chance to actually interview a person.

I believe it would be a good idea to have a similar program. It gives one an idea of what a sociologist is required to do.